**Contemporary Life: Living in the City**

What makes a city special?

NH/IL – 6 weeks, 250 minutes weekly

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| **Learning Scenario** | | | |
| Students will have the opportunity to explore the city of Angers from the point of view of someone who might select Angers as a tourist destination. They will work with various texts that share information on Angers as they learn more about the city and will take a virtual tour of the chateau comparing that site with others they may have visited. They will compare Angers to their city and to other cities that are of interest to them. They will be able to identify features common to most cities and places and things to do that make Angers unique. They will be able to get around the city asking for and explaining where they are going and why they are going there. Working in small groups they will research other cities making comparisons to their own city and Angers. They will talk with others to create a vacation plan naming cities they plan to visit and saying why. | | | |
| **Unit Goals** | | | |
| Learners will be able to:   * Identify businesses, services, schools, parks, etc. within a city * Describe the purpose(s) of various businesses, services, etc. in a city * Locate businesses, services, schools, parks, etc. on a city map * Ask for and give directions from one point to another within a city * Describe what makes a city special * Compare cities in the United States to cities in France | | | |
| **Summative Performance Assessments** | | | |
| **Interpretive** | * Listen to and follow directions from one place to another on a city map. * Students will read descriptions of various cities and will demonstrate comprehension of key elements indicating what they can see and do. * Students will read tourist information written for people planning to visit the city and use that information to determine where to go. | | |
| **Presentational** | **Project -** Your class is planning a trip to (country). You need to suggest a city to visit and explain what there is to do there and why it is a good place to visit.  **On Demand –** Explain what you want to find in the ideal city. Comment on where you would like to live if you lived where the target language is spoken. Compare that city to where you live now. | | |
| **Interpersonal** | In small groups, review all the suggestions of cities to visit in (country). Select three cities that you want to visit, giving reasons for your choices. | | |
| **Supporting**  **Functions** | | **Supporting Structures/Patterns** | **Priority Vocabulary** |
| **Identifying** places in a city | | Here is (are)…  There is (are)…. | Names of typical buildings  compass directions  prepositions of location  descriptive adjectives  \*\*\*  Winding streets  City walls  City center/Old city  Middle Ages |
| **Asking for and following directions** within a city | | Prepositions of location  Polite commands |
| **Describing** places in a city | | ordinal numbers  at what time |
| **Expressing preferences with reasons** about what cities to visit | | Adjectives |
| **Making comparisons** between cities in the US and cities in France | | I prefer…because…. |